

March 16 and 17 Lesson

Subject/Grade: Arts Ed., K Lesson Title: Musical Sound Bingo Teacher: Miss Kirsch	
Stage 1: Identify Desired Results	
Outcome(s)/Indicator(s):	
<p><u>Arts Education:</u> CPK.3 Create sound compositions exploring the elements of music including: • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres.</p> <p>b. Observe sounds in a variety of settings, both natural (e.g., birds, animals, insects, wind, trees, water) and constructed (e.g., machinery, human-made objects in rural, urban, and reserve environments), and apply listening skills to own work.</p> <p>c. Use own words to describe elemental characteristics of sounds (e.g., high/low and soft/loud) from a variety of settings and from own compositions.</p>	
Key Understandings: ('I Can' statements) <ul style="list-style-type: none"> • I can describe the sounds I hear. • I can name the sounds I hear (natural and constructed). 	Essential or Key Questions: <ul style="list-style-type: none"> • How can I describe the sound I hear? • What is the sound I hear?
Prerequisite Learning:	
<ul style="list-style-type: none"> • I can use instruments and my voice to make sounds and songs. • I know there are sounds around me. 	
Instructional Strategies:	
<ul style="list-style-type: none"> • Circle Time • Discussions • Game • Questioning 	
Stage 2: Determine Evidence for Assessing Learning	
<p><i>Formative:</i> Have conversations with students as they play music sound bingo. I will also make notes about these conversations and observations following the game.</p>	
Stage 3: Build Learning Plan	

25 minutes total lesson

Set (Engagement):

Length of Time: 3 min

- **Recap** from our previous lessons of how we have learned there are so many different sounds around us. We make sounds in different ways every day, not just by playing a musical instrument. There are natural sounds - those are like birds chirping, or a cat purring. There are also constructed sounds - those are a machine making noise or a horn beeping.
- **Explain game:** We are going to play music sound BINGO. Each of you will get a BINGO card with pictures on it and eight BINGO chips. I am going to play a sound and one of you will raise your hand and tell me what you think that sound was. Does that make sense? (Thumbs up/thumbs down).

Development:

Length of Time: 15 min

- **Bingo Game:** Ask students to get into a circle on the carpet. Give each student a BINGO card and eight chips. They will place the BINGO chip bag behind them so it does not distract them during the game.
- I will play a sound. Students will need to identify the sound and see if the thing that makes that sound is on their bingo card. Our goal is to identify all the different sounds. Some are easier than others.

Learning Closure:

Length of Time: 7 min

- **Sharing Circle Time:** I will ask each student to share what their favourite sound was. This also checks to see if students were paying attention to all the different sounds.

Materials/Resources:

- Bingo cards
- Bingo chips
- Powerpoint with sounds and laptop to play it from

**Possible Adaptations/
Differentiation:**

- Students could work with a partner, or individual for the game.
- The sounds range in difficulty level, some being easy to identify, and some requiring more thought and a close listen.

Management Strategies:

- Remind students that they only need to say “bingo” once.
- Outline clear purpose of the BINGO chips and that the BINGO cards are to be handled with care (not folded, etc.).
- Students will place the BINGO chip bag behind them so it does not distract them during the game.

Safety Considerations:

- Remind students to be mindful of those around them. Be kind and give each of our friends their personal space.